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ABSTRACT

This annotated bibliography, one of four separate resources in the "Teach ERIC Resource Series," cites materials that will help elementary teachers incorporate a global approach into social studies instruction. All materials listed are available through the ERIC system and in journal articles. The purpose of the Series is to help familiarize teachers with the ERIC system and what it can do for them. The rationale for teaching about global studies is that there is a critical need for preparing children for living in a world characterized by global interdependence and complex interrelationships. The kind of information provided in the bibliography includes how to implement a global education program, units of study, teaching guides, and descriptions of global education projects. The bibliography is organized into two major parts: the first part cites journal articles: the second part lists ERIC documents. Within each part, the citations are arranged in chronological order by their ERIC accession numbers. The grade level applicability range for each resource is indicated, along with its availability in microfiche, paper copy, or both. Information about ordering or obtaining access to journal articles and other resources is provided in a brief introduction to each part. (Author/RM)

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SO 013 072

RESOURCES FOR USING A GLOBAL APPROACH IN ELEMENTARY SOCIAL STUDIES

TeachERIC Resource Series, no. 2

ERIC Clearinghouse for Social Studies/Social Science Education

Social Science Education Consortium, Inc.

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2

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PREFACE

This booklet is one of four separate resources in volume 1 of the TeachERIC Resource Series, a publication service for teachers instituted this year (1980) by the Social Science Education Consortium and the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ ChESS).

ERIC/ChESS is one of 16 information clearinghouses in a nationwide network, the Educational Resources Information Center (ERIC), funded by the National Institute of Education. Each ERIC clearinghouse, which is responsible for collecting and disseminating current educational materials in its specific subject area, is sponsored by a university or professional association.

As the host organization for ERIC/ChESS since 1971, the SSEC has ready access to more than 300,000 educational documents through ERIC's computerized information storage and retrieval system. Among these resources are curriculum guides, teaching units, descriptions of innovative programs, bibliographies, and research reports. Many of these documents are available only through ERIC. They can be examined on microfiche at hundreds of ERIC collections housed in libraries and resource centers all over the United States, or they can be ordered, in microform or paper copy, from a central distribution facility.

The purpose of ERIC is to collect useful resources--many of which would not otherwise be widely available--and make them accessible to educators in various roles and at all levels. Teachers can use ERIC to find the latest information on effective classroom techniques and materials. Administrators can use ERIC to identify new and significant educational developments. Researchers can use ERIC to keep up to date in their fields of interest. Even students can use ERIC--to obtain information needed to prepare term papers, theses, and dissertations.

One purpose of our new TeachERIC Resource Series is to help familiarize teachers with the ERIC system and what it can do for them. The four topic areas chosen for this initial volume reflect the requests for specific kinds of information received by this clearinghouse during the past year. As we learn about new concerns and needs, we will prepare additional resource bibliographies on those topic areas. We also stand ready to provide individualized resource lists in the form of printouts of custom computer searches of the ERIC data base. (For more information, write to ERIC/ ChESS at 855 Broadway, Boulder, Colorado 80302 or call 303/492-8434.)

We hope that this booklet will be a useful resource for teachers who are looking for information and materials in this specific subject area. Comments and suggestions for future topics are welcomed.

James E. Davis

Associate Director, Social Science Education Consortium, Inc.

Associate Director, ERIC Clearinghouse for Social Studies/Social Science Education

INTRODUCTION

More and more educators are coming to realize that social studies instruction at every level must emphasize teaching students to become knowledgeable and responsible citizens, not just in their classroom, community, and nation, but in their *world*. It clearly is no longer sufficient, if it ever was, to simply teach children about other cultures and other geographic regions; children have been taught such things for generations under the assumption that those far-off, exotic people and countries *had nothing to do with them*. In the process of coming to terms with the quantum leaps of technology which have made this a very small planet indeed, in ways that are less than comfortable for most people to contemplate, we are belatedly recognizing the critical need to prepare our children (as we ourselves were not prepared) for living in a world characterized by global interdependence and complex interrelationships. This process of preparation must begin in the very earliest grades in order to inculcate in students a truly global *perspective* as opposed to merely exposing them, from time to time, to isolated doses of "international relations" or "multicultural understanding."

This TeachERIC resource bibliography was developed in response to many requests from teachers for information and materials that would help them incorporate a global approach into elementary social studies instruction. It is organized into two major parts: the first part cites journal articles; the second part lists other kinds of resources. Within each part, the citations are arranged in roughly chronological order by their ERIC accession numbers, beginning with the highest numbers (those resources entered most recently into the ERIC system) and progressing through lower numbers. The grade-level applicability range for each resource is indicated, along with its availability in microfiche, paper copy, or both. Information about ordering or obtaining access to journal articles and other resources is provided in a brief introduction to each part.

JOURNAL ARTICLES

The articles described in this section have been entered into the ERIC system. Their annotations appear in the *Current Index to Journals in Education (CIJE)*, which is published monthly and available at libraries throughout the country.

If you want to read an article in its entirety, you may find the relevant back issue in the periodicals section of a nearby school, university, or public library. If a local library does not have the article, you may write for one or more reprints to University Microfilms International, P.O. Box 1764, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106. The following information is needed: title of periodical or journal, title of article, name(s) of author(s), date of issue, volume number, issue number, and page numbers. All orders must be accompanied by payment in full, plus postage. Write to UMI for current price information.

EJ 187 696. "Implementing Global Education in the Elementary School: A Case Study," by John J. Cogan. *Social Education* 42, no. 6 (October 1978), pp. 503-505. (K-6)

This article describes how the Louisa May Alcott Elementary School in Chicago has developed a global education program. Five characteristics of the program are discussed: (1) it involves all areas of the elementary curriculum; (2) it makes use of the local community; (3) it involves learning "for something" rather than "about something"; (4) it uses, to an extent, institutions other than the school as potential arenas of international learning; and (5) it recognizes the central role of the classroom teacher in implementation. The remainder of the article discusses such guidelines for implementation as administrative support, an underlying theme, input from students of various ethnic backgrounds, parental involvement, a good supply of resource and supplementary materials, appreciation and respect for the worth of each individual, and extending activities.

EJ 178 539. "The Socio-Affective Approach in Education for International Understanding at the Primary Level," by Rachel Cohen. *International Understanding at School* 33 (1978), pp. 3-7. (K-3)

This article raises the question of whether a cognitive approach to international education which emphasizes study of foreign countries and cultures is capable of independently "bringing about radical changes in attitudes and behavior and . . . effectively combating prejudices and stereotypes." The "socioaffective approach" is described, in contrast, as an experience-based approach designed to develop personal fulfillment and feelings of empathy toward others. The author discusses the appropriateness of this approach for primary-grade children and its usefulness in the classroom. She concludes by suggesting learning activities for primary students which reinforce personal fulfillment, experience sharing, and empathy; these activities involve students in investigating interpersonal relationships and the social life of a group, communicating without language, and play-acting.

EJ 152 381. "Membership in a Global Society: Implications and Instructional Strategies," by Charlotte C. Anderson and Barbara J. Winston. *Journal of Geography* 76, no. 1 (January 1977), pp. 18-24. (K-12)

The authors address the question "How can we develop children's perceptual awareness that they are involved in global processes in their everyday lives?" The instructional strategies described, which are based on local community resources, are designed to develop an "increasing awareness of children's global links and, consequently, of their membership in a global society." The authors point out that students should also gain more knowledge of their own community in the process. The article outlines learning outcomes and necessary materials and describes such preparatory activities as sending letters to parents and the local newspaper. (Sample letters are included.) The major part of the article contains suggestions for more than 25 activities, arranged into three categories: "Inventorying the Home," "Inventorying the School," and "Inventorying the Community." In each activity, students attempt to establish links between themselves or their community and the world.

EJ 152 306. "Global Education in Elementary Schools: Teacher Education," by John J. Cogan. *Social Education* 41, no. 1 (January 1977), pp. 46-49. (K-6)

Although this article is aimed at teacher educators, classroom teachers desiring to implement a global approach in their instruction would also benefit from reading it. The author first describes the characteristics of a global-minded teacher: has a positive self-image, is appreciative of other cultures, confronts a constantly changing world through the processes of scientific inquiry, is well informed, is strongly rooted in his or her own cultural heritage, and is an active participant in society. The next part of the article suggests some general activities and experiences that preservice and inservice educators can encourage to promote global-mindedness. Among these suggestions are several which dedicated teachers could pursue on their own; for example, taking courses focusing on global education, participating in cultural and ethnic festivals in their local communities, traveling, and examining existing curricula for global concepts and skills.

EJ 152 305. "Global Education in Elementary Schools: Implications for Curriculum and Instruction," by Donald N. Morris. *Social Education* 41, no. 1 (January 1977), pp. 38-45. (K-6)

According to this article, research suggests that the introduction of global concepts to children in the very early grades is not only possible, it is desirable "if such concepts are to broaden understanding before much more rigid perspectives of an ethnocentric nature are established." The author suggests that global concepts must be related to the experiences of young children; for example, the term "interdependence" could be translated as "people need each other. We depend on many people at home and at school, and they depend on us for some things." He also emphasizes that the traditional "expanding horizons" approach can be useful if examples of "similar kinds of

interdependent relationships within families and communities across cultures" are given. The article next discusses several easy-to-implement strategies and inexpensive materials which help develop a sense of global oneness. The third part of the article emphasizes how children's viewpoints can affect their perceptions of global concepts and how important it is to help children learn to perceive things from more than one point of view.

EJ 152 304. "Global Education in Elementary Schools: An Overview," by Charlotte C. Anderson and Lee F. Anderson. *Social Education* 41, no. 1 (January 1977), pp. 34-37. (K-6)

This article would be particularly useful to elementary teachers who are new to the field of global education. The authors address two questions: (1) What is adequate global education? and (2) What should be the objectives of global education? They point out that global education is often thought of as the study of foreign societies and cultures, foreign policies, and international relations; these definitions, the authors believe, are inadequate. They define global education as "education for responsible citizen involvement and effective participation in global society." Four overarching objectives that should be served by global education are discussed: the development of students' competencies in perceiving their involvement in the global society, making decisions, making judgments, and exercising influence.

EJ 152 302. "'Peoria and the World' and '[Your Town] and the World'," by Sallie Whelan. *Social Education* 41, no. 1 (January 1977), pp. 20-26. (4-12)

This article describes a newspaper/school teaching project which attempts to "produce citizens who know and care about the vital connections and interdependence of their city and nation with the rest of the world." The author describes how the project began, giving interested teachers some good ideas on how to begin a similar project of their own. Also included are sample newspaper articles and the accompanying activities, which were designed to help students understand interdependence. These articles and activities represent the categories of world interdependence, culture, agriculture, and sports. The article points out that advertising and editorials, as well as routine stories about everyday life, can also emphasize our international links. The last part of the article describes the successful use of the project with an exceptionally large class of fourth-graders, some with severe emotional problems.

EJ 152 301. "Global Education: An Urgent Claim on the Social Studies Curriculum," by Gerald W. Marker. *Social Education* 41, no. 1 (January 1977), pp. 12-19. (K-12)

This article, which presents a rationale for including global education in the social studies curriculum, would be useful to anyone new to the field of global education. Following a brief introduction, the author discusses three areas of increasing global concern: population, food, and energy. After illustrating the seriousness of world problems

in these areas and emphasizing that these problems cannot be ignored, he describes five options that educators can choose from. (Marker advocates the third option--making students aware of the debate concerning what the future holds and encouraging them to take individual actions.) The remainder of the article is focused on practical ways to add a global dimension to courses which are already in the social studies curriculum.

EJ 147 266. "Sample Lessons," by David C. King, Margaret S. Branson, and Larry E. Condon. *Intercom* 84/85 (November 1976), pp. 32-96. (K-12)

Following a brief introduction, 18 curriculum units or lessons which center upon education with a global perspective are presented. The authors have "deliberately included some lessons which do not have obvious international content. Global perspectives need not--indeed possibly cannot--be developed solely through international materials." The lessons are appropriate for various subject areas and often emphasize humanistic education. They are grouped into grade level clusters--K-3, 4-6, 7-9, 10-12. For each lesson or unit, the authors have indicated appropriate areas of study, the purpose, student objectives, suggested time, materials needed, and several activities. In addition, some of the lessons include stories, photographs, songs, proverbs, game instructions, and other student materials. Extending activities are also suggested.

EJ 147 265. "Education With a Global Perspective: Avenues for Change," by David C. King, Margaret S. Branson, and Larry E. Condon. *Intercom* 84/85 (November 1976), pp. 9-31. (K-12)

The article, which is focused on developing education with a global perspective, is arranged into four sections. The first section examines goals and objectives. Four types of competencies are discussed--developing an awareness of one's personal involvement in the world system, making decisions, making judgments, and exercising influence. A four-page chart relates specific objectives to each of these competencies. The next section focuses on concepts as organizing tools and discusses four themes central to global perspectives--conflict, change, interdependence, and communication. The third part of the article discusses the "humanistic influence" on the curriculum, an approach "'that is concerned with human beings'--that builds toward the individual's awareness of self within the larger context of all humanity." The authors recommend a multidisciplinary approach and provide examples of how certain subtopics can fit into various areas of the curriculum. The article is concluded by a discussion of the roles of values education and skill development in developing a global perspective

EJ 133 093. "Children's World Friendship," by Barbara Potter Fasting. *Elementary School Journal* 76, no. 2 (November 1975), pp. 100-103. (K-6)

The goals and functions of Children's World Friendship are explained in this article. This European-based organization promotes

friendships among children in elementary school classrooms in different countries. Using a class-to-class method, the group encourages teachers to help their students exchange letters and drawings with classes in other countries. Although no information is provided about how to contact the organization, teachers who are thinking of beginning a cross-cultural pen-pal program may benefit from some of the suggestions offered here.

EJ 106 512. "Teaching Global Interdependence in Elementary Social Studies: Old Concept--New Crisis," by Donald N. Morris. *Social Education* 38, no. 7 (November/December 1974), pp. 672-77. (K-6)

Focusing on elementary education, this article begins by examining some of the shortcomings found in textbook treatments of global interdependence: inconsistencies, overemphasis on negative factors, and oversimplification of complex problems. The remainder of the article suggests practical guidelines for teaching about an interdependent world. Four approaches are suggested: (1) a conceptual approach, in which students learn that a system is a whole made up of parts dependent on each other, (2) a global classroom simulation (an example is given), (3) use of media (several strategies for doing this are described), and (4) active student involvement (five suggestions are offered as starters).

OTHER RESOURCES

The resources described in this section are indexed in *Resources in Education (RIE)* and included in ERIC microfiche collections. If you want to read a document in its entirety, check to see whether your local library or instructional media center subscribes to the ERIC microfiche collection. (For a list of libraries in your area that subscribe to the ERIC system, write to ERIC/ChESS, 855 Broadway, Boulder, Colo. 80302.)

If an ERIC collection is not accessible, or if you want a personal copy of the document in either microfiche (MF) or paper copy (PC), write to ERIC Document Reproduction Services (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. 22210. All orders must be accompanied by payment in full, including prepaid postage. Prices (correct as of April 1, 1980) are cited for each ED document. Note that for some documents paper copies are either not available or must be ordered from the publisher or distributor instead of from EDRS.

ED 173 246. *Inventory of Teacher Recommendations*, by Jon Rye Kinghorn et al. Dayton, Ohio: Charles F. Kettering Foundation, 1979. EDRS price: MF $0.83; plus postage. Paper copy available only from the Charles F. Kettering Foundation, 5335 Far Hills Ave., Dayton, Ohio 45429 (single copy free). (K-12)

This booklet identifies actions, attitudes, and goals that the authors feel are important in helping a school population become globally oriented. The inventory is intended "to help a staff clarify what global education is all about" by surveying individual teachers' feelings about the importance of various statements relevant to global education. Teachers are asked to rate their feelings about the statements on a scale of positive/ neutral/ negative. There are two major sections to the inventory. The first section is focused on feelings about adult actions, attitudes, and goals; the second, on feelings about student actions, attitudes, and goals. The following statements are examples: "Adults find it is okay or comfortable to look at or examine their own school system or community"; "Students should understand that different lifestyles have different effects on the environment." Space is provided at the end for teachers to add their own statements, and some "possible next steps" are outlined.

ED 171 624. "International School to School Experience (ISSE)," by Geraldina Margain de H. du Tilly. Paper presented at the March 2-9, 1979, conference of the Society for Intercultural Education, Training, and Research, Mexico City. EDRS price: MF $0.83; PC $1.82; plus postage. (6)

This paper describes an international student exchange program for 11-year-old children and discusses the operation and goals of the program, which was initiated in Mexico in 1972. The program aims to create a base for world friendship and global understanding during the preadolescent years. Among the participating countries are the United States, Mexico, Canada, India, Liberia, Guatemala, Iran, Japan, England, and France. Four students and an accompanying adult visit a

host school for a three- to four-week period, where they teach native songs and dances, arts and crafts, games, and sports. In return, the host school shares its culture. The criteria for selection are that the child be 11 years old at the time of departure, sufficiently independent, emotionally stable, advanced in studies, interested, adaptable, and able to transmit his or her experiences upon returning home. Results of the program have so far been positive.

ED 166 126. *Schooling for a Global Age*, edited by James M. Becker. Dayton, Ohio: Institute for Development of Educational Activities, 1979. Not available from EDRS; available only from McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, N.Y. 10020 ($12.50). (K-12)

This book attempts to integrate the "substantial but rather scattered speculative body of literature [on global studies] describing what various individuals and groups would like to see done." Its major purposes are to present a comprehensive, up-to-date examination of existing programs, describe the components of an ideal global education program, and provide advice to educators as they develop and implement global education programs. The book begins with an interesting scenario of a visit to an imaginary world-centered school and proceeds to discuss rationale, obstacles, imperatives, objectives, models, exchange programs, and an agenda for action. The volume is concluded by an extensive annotated bibliography.

ED 146 075. *The Local Community and Global Awareness*, by Deborah L. Truhan. Madison, N.J.: Global Development Studies Institute, 1977. EDRS price: MF $0.83; PC $1.82; plus postage. (3-12)

The paper presents ways in which students and teachers can identify their social, cultural, and economic relationships with the world. The activities generally can be used at any grade level, although some are more appropriate for secondary students. More than 60 activities are described which involve students in examining the links between their own families, schools, and towns and other countries. The author suggests that students develop a resource file of such community members as immigrants, exchange students, Peace Corps returnees, and executives of organizations that maintain offices overseas. Further study and activity topics suggested are family trees, religious congregations, travel-agency files, newspaper datelines, television programming, local business product distribution, and imported merchandise. Additional sources or organizations helpful in studying local aspects of global interdependence are listed.

ED 137 213. *Teacher's Resource Handbook for African Studies: An Annotated Bibliography of Curriculum Materials, Preschool Through Grade 12* (UCLA African Studies Center Reference Series, vol. 16), by John N. Hawkins and Jon Maksik. Los Angeles: African Studies Center, University of California at Los Angeles, 1976. EDRS price: MF $0.83, plus postage. Paper copy available only from Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Ave., Los Angeles, Calif. 90024 ($1.50). (K-12)

This bibligraphy lists 662 sets of instructional materials for teaching about Africa. It is arranged first by grade level--preschool to grade 3, grades 4-6, and grades 7-12--and further, within each grade-level section, by geography region--Africa (general), Western Africa, Eastern/Central Africa, and Southern Africa. Among the types of materials included are multimedia, books, filmstrips and slides, records and tapes, maps and transparencies, duplicating masters, and pictures and charts. The information provided was obtained from publishers' catalogs. Because the materials were not evaluated, the authors have included two evaluation forms which teachers may use when previewing the materials. Similar bibliographies, also available from the Curriculum Inquiry Center, have been compiled on Asian studies (ED 133 241), Russian and East European studies (ED 133 240), and Latin American studies (ED 133 239).

ED 135 694. *Global Perspectives: A Humanistic Influence on the Curriculum. Suggestions for Curriculum Development on Communication, Part B (4-6)*, edited by David C. King and Cathryn J. Long. New York: Center for Global Perspectives; Denver: Center for Teaching International Relations, 1976. EDRS price: MF $0.83, PC $4.82; plus postage. (4-6)

This practical guide for infusing global perspectives on communication into the social studies curriculum was designed to be used selectively by upper-elementary-grade teachers. Its major objectives are to help students understand how world systems can influence an individual's life; recognize different viewpoints; develop the ability to make judgments and decisions about world influences on one's own life, community, and nation; and recognize that personal actions can influence world interrelatedness. The remainder of the guide is useful to teachers in two ways. First, nine communication topics are presented along with related areas of study, objectives, and teaching suggestions. Among these topics are cross-cultural communication, television, and making peace. Second, the guide presents six sample lessons which demonstrate how global perspectives can be integrated into the existing curriculum. Several activities are suggested for each lesson along with suggested areas of study, objectives, suggested time, and required materials.

ED 135 693. *Global Perspectives: A Humanistic Influence on the Curriculum. Suggestions for Curriculum Development on Communication, Part A (K-3)*, edited by David C. King et al. New York: Center for Global Perspectives; Denver: Center for Teaching International Relations, 1976. EDRS price: MF $0.83, PC $3.32; plus postage. (K-3)

This guide for kindergarten and primary teachers is a simplified version of ED 135 694. Such topics as body language, animal language, symbols and signs, and family communication are presented as building blocks which will help students "deal later with such aspects of the concept as cross-cultural communication, learning other languages, and appreciating unfamiliar forms of artistic expression." Most lessons stress verbal and nonverbal communication, body language, and exploration of human commonalities and differences.

ED 135 691. *Global Perspectives: A Humanistic Influence on the Curriculum. Suggestions for Curriculum Development on Interdependence, Part A (K-3) and Part B (4-6)*, by David C. King. New York: Center for Global Perspectives; Denver: Center for Teaching International Relations, 1976. EDRS price: MF-$0.83, PC $3.32; plus postage. (K-6)

Topics and ideas for incorporating global perspectives on interdependence into the elementary social studies curriculum are suggested in this teacher resource, the objectives of which are to help students become aware of global interdependence and the implications and problems which accompany global interdependence. The guide is arranged into two parts: one for grades K-3 and the other for grades 4-6. For each part, specific objectives and a background discussion are presented, followed by a topic and idea outline. At the primary level, the major topics are family life, people and communities, cities and city life, and people and the environment. Upper-elementary students study technology, economy, comparative cultures or world regions, U.S. history, modern society, and the environment. For each topic, key questions and concepts are listed, teaching techniques are suggested, and conclusions are offered.

ED 135 690. *Global Perspectives: A Humanistic Influence on the Curriculum. Patterns for Teaching Interdependence, Part A (K-3) and Part B (4-6)*, edited by David C. King and Cathryn J. Long. New York: Center for Global Perspectives; Denver: Center for Teaching International Relations, 1976. EDRS price: MF $0.83, PC $4.82; plus postage. (K-6)

Suggestions and ideas for creating lessons that introduce global perspectives on interdependence into the elementary social studies curriculum are presented in this two-part guide. The five lessons for grades K-3 stress the interdependence of the parts of the human body and such groups as families; the basic needs of people, plants and animals; and working together. The suggested activities include question games, discussion, role play, drawing, storytelling, and cooking. The six lessons for the upper-elementary grades emphasize the concept of a system and mutual dependence on a global scale. Among the activities recommended are simulations, drawing analyses, discussion, role play, science activities, research, and science fiction fantasies. For each lesson, performance objectives and teaching procedures are outlined. In some cases, student materials are included.

ED 134 533. *Global Perspectives: A Humanistic Influence on the Curriculum. Suggestions for Curriculum Development on Conflict, Part A (K-3) and Part B (4-6)*, by David C. King. New York: Center for Global Perspectives; Denver: Center for Teaching International Relations, 1976. EDRS price: MF-$0.83, PC $3.32; plus postage. (K-6)

Ideas are outlined in this guide for teaching about the concept of conflict in grades K-6. The major objectives are to help students develop an understanding of conflict as a natural force, the ability to

see similarities in dynamics of conflict at all social levels, and an acceptance of the idea that conflict can be either harmful or beneficial. For each grade-level section, specific objectives and a background discussion are presented, followed by an outline of topics and concepts. At the primary level, students discuss hypothetical situations based on class readings, compare animal families to human families, and analyze plant and animal needs in a small garden setting. Students in grades 4-6 study other cultures, U.S. history, and the environment. For each topic, key questions and concepts are listed, teaching techniques are suggested, and conclusions are offered.

ED 134 532. *Global Perspectives: A Humanistic Influence on the Curriculum. Patterns for Teaching Conflict, Part A (K-3) and Part B (4-6)*, edited by David C. King and Cathryn J. Long. New York: Center for Global Perspectives; Denver: Center for Teaching International Relations, 1976. EDRS price: MF $0.83, PC $3.32 plus postage. (K-6)

These ten lessons, developed to accompany the teaching guidelines outlined in ED 134 533, illustrate how the guidelines might be used in any elementary social studies classroom. Five sample lessons are described for each of two levels: grades K-3 and grades 4-6. The primary-grade activities involve puppet play, taking a walk through local areas to identify signs which give rules and thereby prevent conflict, planning a park where both children and senior citizens can enjoy themselves, observing conflict in a terrarium, and studying the social structure of an ant colony. The accompanying questions for discussion emphasize the need for cooperation and compromise. Three of the lessons for grades 4-6 involve role playing. In one, for example, students role-play contractors who want to build roads through controversial sites. In the other lessons, students study pictures taken from texts or newspapers to identify methods and expressions of conflict at local and global levels.

ED 130 962. *Global Studies: Problems and Promises for Elementary Teachers*, edited by Norman V. Overly and Richard D. Kimpston. Washington, D.C.: Association for Supervision and Curriculum Development, 1976. EDRS price: MF $0.83; plus postage. Paper copy available only from ASCD, 225 N. Washington St., Alexandria, Va. 22314 ($4.50). (K-6)

This booklet would be useful for elementary teachers and curriculum supervisors who desire to work together systematically to develop a global studies curriculum. The first chapters focus on the rationale and content of such a curriculum, providing a good overview to educators new to the field. Emphasis is placed on "the need for balance between the excesses of extreme positivism and extreme negativism that so frequently characterize efforts to involve students in global studies." The third chapter presents a framework for curriculum design. Examples of goals and objectives are given, and a chart illustrating possible topics or "organizing centers" is included. Several examples of instructional designs based on the model described are also provided. These generally include the topic, a rationale, objectives, related topics, and suggestions for teaching strategies or activities. A

checklist for evaluation materials is included. The book concludes with a list of suggested resources for teachers and for students--some of which are annotated. Suggestions for selecting classroom materials are also provided.

ED 130 942. *Peoria and the World*, by Kay Bennett, Meredith DeGood, and Jan Smith. Peoria, Ill.: Peoria *Journal Star*, 1976. EDRS price: MF $0.83, PC $4.82; plus postage. (4-12)

This newspaper unit is designed "to help students better understand the world through the habit of careful and critical reading of their local daily newspaper, particularly the news about local international involvement." The teachers who developed the unit believe that the study of local newspapers updates and enriches students' knowledge of the world and that articles about community ties to the world provide a "springboard" for research and show how the local scene fits into the world picture. Generally, students look up information about the various countries mentioned in the newspaper and learn how each foreign event could influence life--in this case, in Peoria, Illinois. Specific activities and discussion questions accompany each sample news article. After reviewing the various articles and accompanying activities, teachers should be able to select similar types of articles from their own local newspapers to use in developing their own activities for student involvement.

ED 127 239. *World Studies: Selected Organizations*. Bloomington, Ind.: Social Studies Development Center, 1977. EDRS price: MF $0.83, PC $6.32; plus postage. (K-12)

This directory contains descriptions of 80 organizations which can provide information and materials on various aspects of global studies. The major emphases of the organizations vary, ranging from global population concerns, hunger, education and teaching, war and peace, religion, economics, and ocean education to the arts and cultures of societies in Africa, Asia, and the Middle East. For each organization, the title, address, and purpose are reported. Most entries also include telephone number, services and materials (journals, libraries, classes, programs), costs and possible uses of materials, and comments about the availability and level of sophistication of specific sets of materials.

ED 120 050. *An Experience-Based Curriculum: Exercises in Perception, Communication and Action* (Educational Studies and Documents no. 17), by David Wolsk. Paris: UNESCO, 1975. Not available from EDRS; available only from UNESCO Publications Center, P.O. Box 433, New York, N.Y. 10016 ($2.65). (K-12)

This study describes a UNESCO-sponsored experimental project in the United Nations Associated Schools which was designed to develop a new approach to education for international understanding. The class, school, and community provide the settings for activities based on students' own behavior and experiences. Experiments, demonstrations, critical incidents, interview surveys, simulations, role playing, and community action projects are some of the specific techniques used in this approach. The various chapters show how to integrate the

activities into various subject areas, how to deal with students' emotional reactions to the activities, and how to vary the activities according to age and school context. Four units are described in detail; shorter descriptions of 18 additional activity units are also included.

ED 116 982. *Teaching About Interdependence in a Peaceful World*. New York: United Nations Children's Fund, 1975. EDRS price: MF $0.83; plus postage. Paper copy available only from U.S. Committee for UNICEF School Services, 331 E. 38th St., New York, N.Y. 10016 ($1.50). (1-6)

Designed for use with elementary-grade students, these resource materials provide activities which relate the global concepts of peace and interdependence to the direct experience of the child. Activities focused on world food supply, world health, and the world mail system use simulation and role play to help children learn how the goods they consume, their daily health, and the delivery of mail to and from their communities are all related to global systems. Also included in the materials are a teacher's guide to strategies for teaching interdependence, a descriptive essay on children and war, and an annotated list of related materials. If the paper copy is purchased through UNICEF, additional materials which could be used to supplement the classroom activities are provided.

ED 115 558. *Global Perspectives Handbook* (draft), by David Victor and Richard Kraft. Bloomington, Ind.: Social Studies Development Center, 1975. EDRS price: MF $0.83, PC $3.32; plus postage. (4-12)

This handbook contains eight classroom activities designed to increase students' global awareness. One activity, fairly representative of those described, is focused on increasing global interdependence. Students analyze their community to determine the extent to which it is related to the activities of foreign people and foreign-made products. The suggested strategies include collecting newspaper articles, forming hypotheses from data, role playing, rank ordering, and preparing audio or visual presentations on global interdependence. The activities are versatile and can generally be used from upper-elementary grades through high school. Objectives and procedures are suggested for each activity. Charts, discussion topics, and reproducible student handouts accompany some of the activities. The handbook concludes with ideas for teacher-developed activities.

ED 092 468. *Children and International Education*. Washington, D.C.: Association for Childhood Education International, 1972. EDRS price: MF $0.83; plus postage. Paper copy available only from ACEI, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 ($1.75). (K-6)

Developed as a plan of action in international education for teachers and students, the ten leaflets in this portfolio emphasize the importance of developing knowledge and appreciation of others, acquainting oneself with resources for planning experiences of international understanding, and participating in some way in international programs. The philosophy of the developers is that

"experiences for children must build upon experiences they have already had." Most of the leaflets offer practical guidelines; for example, "how-to-do-its" on helping children identify with other children around the world, evaluation criteria for selecting classroom materials, suggestions for making the most of travel, activity suggestions for developing international understanding, ways of using people as resources, suggestions for avoiding certain pitfalls, and a list of resources that would be helpful in implementing the various ideas presented.

ED 088 746. *Palestine Refugees Today. Human Rights Day: 25th Anniversary*. Newsletter no. 76. New York: United Nations Relief and Works Agency, 1973. EDRS price: MF $0.83; PC $3.32; plus postage. (4-7)

This special issue of the United Nations Rights and Works Agency (UNRWA) newsletter describes how the ideals of human rights have been applied in the case of the Palestine refugees. Three articles--on education, standard of living, and motherhood/childhood--provide an overview of events of the past 25 years in the Middle East and, specifically, the refugee problems since 1948. The United Nations Universal Declaration of Human Rights is included. Accompanying the newsletter is a teacher's guide which suggests classroom applications for use with upper-elementary or middle-school students. Projects related to human rights are described; among them, plays, murals, maps, and fairs. Ways in which the themes of racial discrimination and minority rights may be drawn into this unit of study are also noted.